

Scranton Elementary

1649 US 52 Hwy. - P. O. Box 129
Scranton, SC 29591

Grades	K-5 Elementary School	
Enrollment	279 Students	
Principal	Barbara Woodbury	843-389-2531
Superintendent	Mrs. Beth M. Wright	843-374-8652
Board Chair	Mr. Richard Cook	843-394-8043

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	14	60	35	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Good	Below Average	Yes
2005	Average	Unsatisfactory	Yes

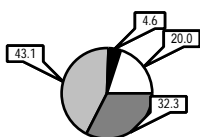
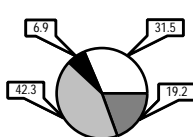
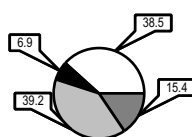
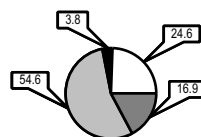
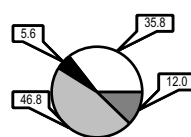
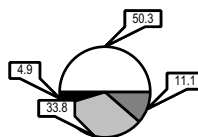
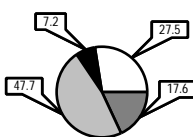
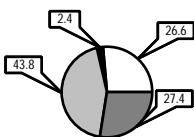
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	137	99.3	20.6	42.7	32.1	4.6	48.1	Yes	Yes
Gender									
Male	69	100.0	23.9	52.2	22.4	1.5	35.8		
Female	68	98.5	17.2	32.8	42.2	7.8	60.9		
Racial/Ethnic Group									
White	89	100.0	11.8	42.4	38.8	7.1	62.4	Yes	Yes
African American	46	97.8	36.4	43.2	20.5	0.0	22.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	114	100.0	16.2	42.3	36.0	5.4	54.1		
Disabled	23	95.7	45.0	45.0	10.0	0.0	15.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	137	99.3	20.6	42.7	32.1	4.6	48.1		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	135	99.3	20.2	42.6	32.6	4.7	48.8		
Socio-Economic Status									
Subsidized meals	107	99.1	22.8	45.5	28.7	3.0	44.6	Yes	Yes
Full-pay meals	30	100.0	13.3	33.3	43.3	10.0	60.0		

Mathematics – State Performance Objective = 36.7%									
All Students	137	99.3	32.1	42.0	19.1	6.9	40.5	Yes	Yes
Gender									
Male	69	100.0	38.8	40.3	17.9	3.0	31.3		
Female	68	98.5	25.0	43.8	20.3	10.9	50.0		
Racial/Ethnic Group									
White	89	100.0	21.2	43.5	25.9	9.4	49.4	Yes	Yes
African American	46	97.8	54.5	36.4	6.8	2.3	25.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	114	100.0	24.3	46.8	20.7	8.1	45.9		
Disabled	23	95.7	75.0	15.0	10.0	0.0	10.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	137	99.3	32.1	42.0	19.1	6.9	40.5		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	135	99.3	32.6	41.1	19.4	7.0	41.1		
Socio-Economic Status									
Subsidized meals	107	99.1	34.7	44.6	16.8	4.0	37.6	Yes	Yes
Full-pay meals	30	100.0	23.3	33.3	26.7	16.7	50.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	137	99.3	38.9	38.9	15.3	6.9	22.1
Gender							
Male	69	100.0	43.3	38.8	11.9	6.0	17.9
Female	68	98.5	34.4	39.1	18.8	7.8	26.6
Racial/Ethnic Group							
White	89	100.0	27.1	44.7	21.2	7.1	28.2
African American	46	97.8	59.1	29.5	4.5	6.8	11.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	114	100.0	35.1	39.6	17.1	8.1	25.2
Disabled	23	95.7	60.0	35.0	5.0	0.0	5.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	137	99.3	38.9	38.9	15.3	6.9	22.1
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	135	99.3	38.0	39.5	15.5	7.0	22.5
Socio-Economic Status							
Subsidized meals	107	99.1	45.5	36.6	10.9	6.9	17.8
Full-pay meals	30	100.0	16.7	46.7	30.0	6.7	36.7

Social Studies							
All Students	137	99.3	25.2	54.2	16.8	3.8	20.6
Gender							
Male	69	100.0	31.3	50.7	14.9	3.0	17.9
Female	68	98.5	18.8	57.8	18.8	4.7	23.4
Racial/Ethnic Group							
White	89	100.0	14.1	60.0	21.2	4.7	25.9
African American	46	97.8	45.5	43.2	9.1	2.3	11.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	114	100.0	21.6	55.0	18.9	4.5	23.4
Disabled	23	95.7	45.0	50.0	5.0	0.0	5.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	137	99.3	25.2	54.2	16.8	3.8	20.6
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	135	99.3	24.8	54.3	17.1	3.9	20.9
Socio-Economic Status							
Subsidized meals	107	99.1	29.7	54.5	12.9	3.0	15.8
Full-pay meals	30	100.0	10.0	53.3	30.0	6.7	36.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	46	100.0	6.7	40.0	51.1	2.2	53.3
	4	39	100.0	28.2	53.8	17.9	N/A	17.9
	5	44	100.0	22.7	59.1	18.2	N/A	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	41	100.0	12.8	23.1	48.7	15.4	64.1
	4	49	100.0	16.3	49.0	34.7	0.0	34.7
	5	47	97.9	31.0	54.8	14.3	0.0	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	46	100.0	11.1	42.2	35.6	11.1	46.7
	4	39	100.0	53.8	38.5	7.7	N/A	7.7
	5	44	100.0	27.3	50.0	13.6	9.1	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	41	100.0	12.8	46.2	30.8	10.3	41.0
	4	49	100.0	36.7	34.7	22.4	6.1	28.6
	5	47	97.9	42.9	47.6	4.8	4.8	9.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	41	100.0	30.8	51.3	10.3	7.7	17.9
	4	49	100.0	28.6	40.8	22.4	8.2	30.6
	5	47	97.9	57.1	26.2	11.9	4.8	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	41	100.0	12.8	56.4	23.1	7.7	30.8
	4	49	100.0	16.3	61.2	18.4	4.1	22.4
	5	47	97.9	45.2	45.2	9.5	0.0	9.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 279)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.7%	Down from 6.0%	3.6%	3.0%
Attendance rate	96.5%	Down from 98.0%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.5%	3.2%
Eligible for gifted and talented	11.7%	Up from 9.2%	8.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.6%	Down from 11.6%	8.5%	8.2%
Older than usual for grade	1.1%	Down from 2.7%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 19)				
Teachers with advanced degrees	47.4%	Up from 45.5%	48.6%	52.6%
Continuing contract teachers	94.7%	Down from 95.5%	83.3%	83.3%
Highly qualified teachers	100.0%	No change	94.0%	93.5%
Teachers with emergency or provisional certificates	5.3%	Up from 4.5%	0.0%	0.0%
Teachers returning from previous year	81.6%	Down from 86.1%	86.1%	87.0%
Teacher attendance rate	95.0%	Down from 95.7%	94.9%	95.0%
Average teacher salary	\$43,353	Up 5.8%	\$41,084	\$41,703
Prof. development days/teacher	32.0 days	Up from 16.2 days	13.1 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 16.6 to 1	18.1 to 1	18.8 to 1
Prime instructional time	89.6%	Down from 91.7%	89.7%	89.8%
Dollars spent per pupil*	\$7,843	Up 10.7%	\$6,557	\$6,242
Percent of expenditures for teacher salaries*	60.6%	Down from 63.6%	64.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.4%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	91.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Scranton Elementary School's mission continues to be to work together to meet the total needs of every child in a safe and positive learning environment. We made "NO EXCUSES" in the 2004-05 school year, as our theme for the year stated. We worked hard to meet the needs of each individual child.

We received a \$10,000 General Mills Nutrition and Fitness grant, which, in addition to improving academics, incorporated health activities throughout the school year. Every day began with a school-wide exercise program, 180 Days to a Healthier School.

An additional \$6,000 EIA teacher science grant was received. We added a new Science Coach position, thanks to the Math and Science Coaching Initiative from the South Carolina Department of Education, to work with the staff in teaching effective, hands-on, inquiry Science. We held a Science night that included Carolinas Hospital hosting a free health screening for any adult attending. There were 140 adults who took advantage of this.

We had extensive professional development for our staff in AIMS (Activities Integrating Math and Science), inquiry learning, social studies, NASA, and differentiated instruction training. We continued our weekend program for 3rd through 5th grade students. We went through a preliminary ECERS review for our Child Development program and received a 5.22 out of 7 points, of which we are extremely proud.

We participated in Relay for Life, sponsored by the American Cancer Society, and raised \$ 1,700. We also participated in the St. Jude's Math-a-thon and raised over \$1,100 for the children and work being done at St. Jude's Children's Hospital. We added a second Girl Scout troop housed at the school. We set up a new school Web site through e-chalk. <http://ses.florence3.k12.sc.us>. Teachers and staff worked on completing a class web page for students and parents to access for homework assignments or upcoming events. We held our first Talent Show. We used agendas with all 5K through 5th grade classes to keep communication going between home and school. Our children participated in numerous field trips brought to the school as well as off-campus.

We continue to be very proud of our school and community families. As our motto states, "We Succeed Together!" It truly does take all of us to raise responsible, caring children.

Barbara Woodbury, Principal
Barbie Ward, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	41	38
Percent satisfied with learning environment	100.0%	82.9%	78.4%
Percent satisfied with social and physical environment	100.0%	87.8%	88.9%
Percent satisfied with school-home relations	92.0%	80.5%	72.2%

*Only students at the highest elementary school grade level at this school and their parents were included.